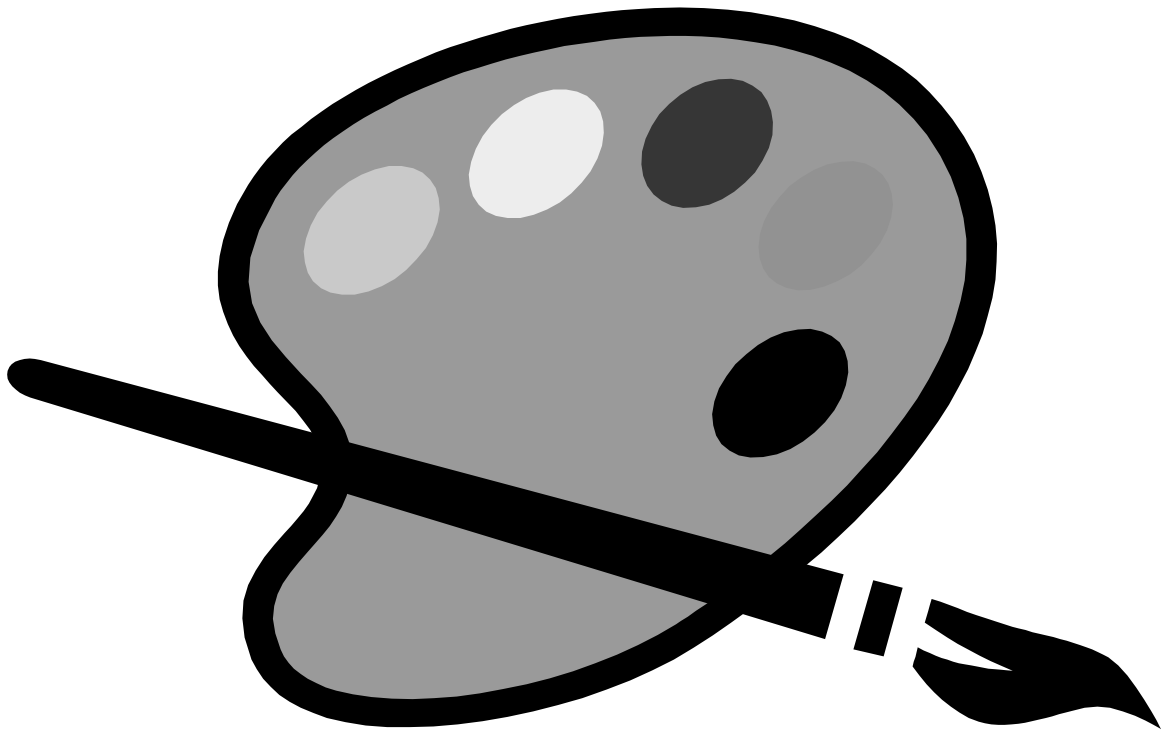


VISUAL ART PROGRAMS



Puppet Making 101

Suggested Ages	Jr. High and High School
Suggested Reading	<u>Puppet Mania</u> by John Kennedy <u>The Muppets Make Puppets</u> by Cheryl Henson <u>Puppets and Puppetry</u> by Peter Fraser <u>Puppets and Masks</u> by Nan Rump <u>The Complete Book of Puppetry</u> by George Latshaw
Suggested Websites	www.sagecraft.com/puppetry www.gsi.net/~puppetco http://members.ozemail.com.au/~dhell/diy2.htm
Materials Needed	White poster board or cardboard Pencils Tape, tacky glue and low temp glue guns Colored paper or paint and paint brushes Fabric (fur, felt, yarn, ribbon, buttons, sequins, etc) Dowel rod or yard sticks
Program	<p>Cover work surface. Draw character outline on poster board taking up almost whole board. Draw the entire body minus the legs that can't be seen behind curtain. Cut two pieces of board using this outline. Glue the 2 pieces together with a thin line of tacky glue around the edges to provide more support.</p> <p>Sketch the face lightly with a pencil making the features large enough to be seen at a distance. Use acrylic paints for the features. If using colored paper, cut out the head shape and glue it to the face area of the poster board. Cut out scraps of construction paper for the features.</p> <p>Place fabric for clothes on the table wrong side up placing the puppet on top. Trace around the puppet to draw out the shape for clothes. Cut fabric out and glue in place.</p> <p>Now it's time to embellish. Buttons can be jewelry; trim can go on the neckline. Encourage teens to be really creative. Add the hair last if your character needs it. This will keep it from getting messed up. Low temp glue guns are best for hair. Hot glue rod to the back in the middle sticking out of the bottom at least 12". Tape three 4" pieces of tape over the rod at the top, middle and bottom to secure. Now see if the kids can put on a show!</p>

Art Mystery

Suggested Ages	Jr. High and High School														
Suggested Reading	<u>Buddha Boy</u> by Kathe Koja <u>Sammy Keyes and the Art of Deception</u> by Wendelin Van Draanen <u>Brothers Below Zero</u> by Tor Seidler <u>Heading Out</u> Edited by Gloria Kamen <u>100 Artists who Changed the World</u> by Barbara Krystal <u>Wake Up Our Souls</u> by Tonya Bolden														
Suggested Websites	www.uen.org/themepark/imagination/art.shtml www.eduweb.com/insideart/index.html www.cplrmh.com/														
Program Settings	This is a mystery for the young adults to solve. It is like a live version of the game Clue. A painting has been stolen and they need to find out what painting it was, who took it and what museum it was in. The participants will be divided up into groups of 6 and taken into different rooms or areas of the library. These will be the “museums”. In each of the rooms will be one reproduction of a famous painting. There will also be separate cards listing each of the museums and cards listing each of the artists. Each teen will get to make one guess of “who, what, and where” per room. By the process of elimination they should be able to narrow down the clues to find the answer.														
Materials Needed	Prize for the winner of each team Reproductions of the following: <table><tr><td>Paintings</td><td>Artists</td></tr><tr><td>The Mona Lisa</td><td>Leonardo Da Vinci</td></tr><tr><td>The Creation of Adam</td><td>Michelangelo</td></tr><tr><td>School of Athens</td><td>Raphael</td></tr><tr><td>The Garden at Giverny</td><td>Claude Monet</td></tr><tr><td>Fourteen Sunflowers</td><td>Vincent Van Gogh</td></tr><tr><td>The Night Watch</td><td>Rembrandt</td></tr></table> Stand for each painting Signs for each “Museum” such as: Carnegie Museum of Art The Louvre Metropolitan Museum of Art	Paintings	Artists	The Mona Lisa	Leonardo Da Vinci	The Creation of Adam	Michelangelo	School of Athens	Raphael	The Garden at Giverny	Claude Monet	Fourteen Sunflowers	Vincent Van Gogh	The Night Watch	Rembrandt
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National Gallery of Art
The Sistine Chapel
Smithsonian Institute

Set of cards with museum name on each card
Set of cards with the artist's name on each card
(one set placed in each room)

Program

Each teen will get a folder with the game plan on the front, an envelope for his/her cards with the answer sheet inside the envelope, a nametag with an artist's name and a pencil.

For each group you will have to make one set of index cards that has the name of a museum on each card, one set that has the name of an artist and one set that has a painting.

You will need one staff member (Museum Curator) to go with each group of teens.

Begin with all the teens gathered in one room. Go over the game and the rules before heading out to the "museums". Each team will begin in a different "museum" to keep things from getting too confusing.

Game Plan:

A world famous painting was stolen late last night. It is our job to find out what painting it was, which artist stole it, and which museum it was stolen from. A reward will be given to the person who solves this crime. You will be divided into teams of 6. Each member will pick a nametag. This will be your character. The museum curator will pick one "painting" card, one "artist" card and one "museum" card which he/she will not reveal to anyone. This is the solution for your team. The remaining cards are then mixed and passed out to the team members. Do not share your information with anyone. Put your cards in your envelope so that no one can see them. Mark off on your answer sheet now or later which cards you have. Your museum curator will now lead you to your first museum where you will begin eliminating the painting, artist or museum that was not involved in the theft. A different artist will be the first to guess in each museum. This is the

order we will follow:

Artist 1: Da Vinci

Artist 2: Michelangelo

Artist 3: Monet

Artist 4: Raphael

Artist 5: Rembrandt

Artist 6: Van Gogh

Here is an example of how to begin:

Artist 1, Da Vinci, will always question Artist 2, Michelangelo. Artist 2 will always begin by questioning Artist 3, Monet, etc. .. in numerical order.

When entering the first museum Artist 1 will begin by choosing an artist card and a museum card from that room. He must also choose the painting that is in that room. He will question Artist 2 with his three choices. Example: "I believe it was Rembrandt in the Louvre and he stole the Mona Lisa." If Artist 2 has any of those cards, she must show ONLY Artist 1 ONE of the cards. Artist 1 will mark it off of his answer sheet and then his turn is over.

If Artist 2 DOES NOT have any of the cards, Artist 1 would then go to the next artist in line, Artist 3. If she does not have any cards to show, play continues until the questioning artist finds one player that does have a card before his turn ends.

Artist 2 will be next. Play continues until each artist has a turn. The group then moves on to the next museum where Artist 2 will go first.

Take notes and listen to what the other players are asking. Don't be afraid to suggest some of your own cards; it will keep others guessing.

If you think you know what painting was stolen, which artist stole it and from what museum it was stolen, you are ready to state your case in front of everyone on your next turn. The curator will tell you if you are correct by checking his/her cards. You may only state your case ONE TIME during the game. If you are correct, you win the reward! If you are wrong, you may not make any more guesses. You will continue the game to present your cards when other players take their turns.

“Chalk” It Up @ your library

Suggested Ages	Jr. High and High School
Suggested Reading	<u>How to Draw</u> by Barbara Levy <u>The Chalk and the Easel: The Life Work of Stanford Perrot</u> , by Maxwell Foran <u>Charcoal, Sanguine Crayon, and Chalk</u> - Barron's Art Handbook
Suggested Websites	www.chalkartnews.com www.chalkart.com www.alliedarts.com
Decorations	Art Books
Materials Needed	Chalk and lots of it!
Program	<p>Using chalk, allow the participants to draw their designs on the sidewalks. If you do not have a sidewalk, find a place in town that will allow this. Wal-Mart is a good place. This will attract a lot of attention; people will stop and watch. Be sure and have a rain day planned!</p> <p>There are huge Chalk Art Festivals in the United States; think about how you could have something like a chalk art festival, and make it an annual event!</p> <p>Other location suggestions: a church, the town square, etc.</p> <p>Have plenty of bottled water!</p>
Sponsors	Wal-Mart Local Art Supply Stores

Listen and Paint

Suggested Ages	Jr. High and High School
Suggested Reading	<u>The Monument</u> by Gary Paulsen <u>My Name is Susan Smith: the 5 is Silent</u> by Louise Plummer <u>Buddha Boy</u> by Kathe Koja
Suggested Websites	www.kinderart.com/littles/paintmusic.shtml www.louisianamusic.org/NOJCC/musicart.html
Displays	Have books on artists displayed all over the room.
Materials	Paint, water colors, clay or magic markers Paper Newspapers or old sheets Music from various backgrounds and genres Optional: art stands from the local high school art class
Program	<p>Talk about how art and music are related. Discuss how music affects our moods and how different music makes us think of different things.</p> <p>Give each participant some paper and the art medium you have chosen. Be sure to put newspaper or sheets on the floor to prevent a big mess. Play different types of music and ask them to depict the music using the art. Allow the young adults to talk about their work after each piece of music is played. How is it different from the piece before it? How is your art different? Be sure to play each genre of music long enough to allow plenty of time to finish the work. You may want to include Rock, R&B, Country, Jazz, Classical, Latin, Gospel, Folk, Reggae, New Age or Blues.</p> <p>Offer to display these works inside the library. The teens can pick out their favorite piece to display. They can also trade their pieces with one another. Do not forget to label the art with the type of music they were listening to at the time.</p>
Sponsors	Contact your local art store, Wal-Mart or grocery store to donate the art supplies.

Collage

Suggested Ages	Jr. High School and High School
Suggested Reading	<u>Handmade Paper Collage</u> by Dawn Ackerman <u>Collage Art</u> by Jennifer L. Atkinson <u>Collage Techniques</u> by Gerald F. Brommer <u>Creative Collage Techniques</u> by Nita Leland <u>The Crafters Complete Guide to Collage</u> by Amanda Pearce
Suggested Websites	www.howoriginal.net/projects/matter_fiber_art_instructions.htm www.geocities.com/SoHo/7795/collage.html#1 www.aisling.net/library/journaling/AJ2basics.htm
Settings	Collage is an art form using pieces of paper and glue. The possibilities are endless as to how each person interprets the design. The idea is to layer different textures, colors, and shapes of paper into something pleasing to the eye.
Materials Needed	300lb Watercolor Paper (Base Paper) Paint Brushes (1" width with firm not hard bristles) Scissors (fancy edged scissors if available) Rulers (metal is better for straight-edge tearing) PVA glues (Elmer's Glue-All or Mod-Podge) Magazines Different types of paper (tissue, colored, rice, etc) Feathers Metallic thread
Program	<p>Cover work surface with newspaper or plastic. Give each teen one piece of base paper, a paintbrush, glue and scissors. They can decide what other types of paper to use.</p> <p>Cut out pictures and place them on base paper. Don't glue anything yet. Cut or rip other papers to sizes needed and place around pictures. Round and jagged pieces add interest to the design. To tear handmade papers use a paintbrush that is wet with water to paint a line on the paper. Let the water absorb and then gently pull apart. To straight-tear regular paper, place the edge of the ruler where you want the tear and gently pull the loose end of the paper along the ruler edge holding the ruler down firmly.</p>

When pictures and paper are arranged to satisfaction it is time to start gluing. Paint a thin layer of glue to the backside of a picture. Turn it over and press in place on base paper. Continue this with the rest of the paper making sure the glue goes all the way to the edges of the paper. Brush glue over the tops of the paper too, so that the next layer will adhere better.

When finished, paint a coat of glue over the top of the whole collage. Now it is time to add embellishments, such as feathers or metallic threads. Let dry. When dry trim edges.

Variation

Collages can be made with just the papers and no magazine pictures. Try to create a collage around a specific paper or idea. A journal could also be collaged. Do the cover and several pages inside, being sure to let paper dry after each page.

Photography Basics Workshop & Art Show

Suggested Ages	Jr. High and High School
Suggested Reading	<u>Basic 35mm Photo Guide for Beginning Photographers</u> by Craig Alesse <u>101 Essential Tips Photography</u> by Michael Langford <u>The Absolute Beginner's Guide to Taking Great Photos</u> by Jim Miotke <u>How to Take Good Pictures, a Photo Guide</u> by Kodak <u>Dorothea Lange: Life through the Camera</u> by Milton Meltzer <u>Photography</u> by Vick Owens-Knudsen <u>Photography for Dummies</u> by Russell Hart
Suggested Websites	<u>www.kodak.com</u> (taking great pictures) <u>www.onlinephotography.com</u> <u>www.photography.com</u> <u>www.betterphoto.com</u>
Display	Have everyone display his or her favorite photo taken during the program. Leave display up for a week and have it judged if possible. Before the program decorate the space with different photos.
Materials Needed	Disposable 35mm cameras or film Check with Walmart or local camera shop for donations (possibly ask local camera shop owner to speak)
Program	Have speaker/ instructor explain camera basics and how to get the best photos with the type of camera participant has. Explain types of photo categories to be selected for the display. Photos can be B&W, color, digital; categories can be still life, scenery, action, portrait, etc.
Variations	You can tap into your local community for photography buffs; they will share their knowledge with the young adults. Send the young adults on a photo scavenger hunt. Provide a list of items to photograph, have the film developed and display photographs.